Saskatchewan
Education

Final Report of the Guidance Reference Committee

87-05715/

REPORT OF THE GUIDANCE K - 12 REFERENCE COMMITTEE

Program Evaluation and
Student Services Branch

January, 1987

PREFACE

In October 1984 the Minister of Education established a Guidance Reference Committee. This report is the Committee's proposal for a plan of action and direction to assist Saskatchewan Education to improve guidance instruction and services in the Province of Saskatchewan.

Committee Members

Ed Arndt	- Canada Employment and Immigration
Mark Boon	- Saskatchewan League of Educational Administrators, Directors and Superintendents (Regina School Division #4)
Danni Boyd replaced by Janet McGregor	- Women's Secretariat
Janie Powell	- Saskatchewan Guidance and Counselling Association (Potashville School Division #80)
Dub Henderson	- Regional Director of Education, Regional Offices, (Region 5)
Mary Hicks	- Saskatchewan School Trustees Association (Regina School Division #4)
Dean Kemp	- Saskatchewan High School Principals' Association (Saskatoon School Division #41)
Peter Koltek	- Saskatchewan Guidance and Counselling Association (Northern Lights School Division)
Marni MacDonald	- Saskatchewan Teachers' Federation Division III - IV (Moose Jaw School Division #1)
Wayne Medwid	- Saskatchewan High School Principals' Association (Estevan School Division #62)
Craig Melvin	- Saskatchewan School Trustees Association
Joe Neufeld	- Faculty of Education, University of Regina
Heather-Jane Robertson replaced by Rita Bouvier	- Saskatchewan Teachers' Federation
Hugh Savage	- College of Education, University of Saskatchewan
Al Schell	- Saskatchewan Education
Jan Solem	- Saskatchewan Teachers' Federation, Division I - III (Saskatoon School Division #13)

Lorne Sparling	- Saskatchewan Advanced Education and Manpower
Bev Sterling	- Saskatchewan Advanced Education and Manpower
Susan Winter	- Saskatchewan Education (Chairperson)

The Committee would like to thank Janie Powell for assisting in the writing and editing of this report.

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INTRODUCTION

INTRODUCTION

Over the years Guidance has changed in Saskatchewan. Prior to 1970 there were no Saskatchewan Education curriculum guides, but rather courses of study outlined in Bulletin A, 1950.

Due to increased pressure from society on schools to better equip students for lifelong learning and the world of work, Saskatchewan Education in 1975 developed the following four K-12 curriculum guides: Guidance and Counselling Services, Group Activities in Guidance, Career Education and Career Education Activities.

As the Department provided little support or monitoring to ensure the provision of a guidance program, each school determined what guidance program, if any, should be provided.

In 1981 the Minister of Education initiated a Curriculum and Instruction Review Study to review education in the province. This study provided a forum for informal and formal presentations from teachers, counsellors, parents, school boards, associations and the business community regarding Guidance and Career Education in the province. Through these submissions the following needs were identified: to articulate the role of Guidance in Saskatchewan schools; to establish the relationship between Guidance and Career Education, and Guidance and Health; to resolve policy issues related to time allotments for guidance; and to ascertain whether Career Education should be a compulsory or optional course.

In 1983 the Program Evaluation and Student Services Branch conducted an assessment of the K-12 Saskatchewan Guidance and Career Education Program and developed a project brief resulting in the establishment of a Guidance Reference Committee. (See Appendix A)

In 1984, the Minister of Education established the above-mentioned Guidance Reference Committee to propose a plan of action for Saskatchewan Education to make changes to the guidance programs and services in Saskatchewan schools.

This report of the Guidance Reference Committee is the culmination of the assessment activity. It attempts to synthesize the recommendations presented in the various reports and to reinforce the premise that guidance and counselling instruction and services are an essential element in Saskatchewan schools.

THE CHALLENGE

THE CHALLENGE

Students enrolled in Saskatchewan schools are faced with rapid changes in economic structures and conditions, lifestyles, family structures, vocational opportunities, societal needs and educational choices.

Problems such as family breakdowns, teenage pregnancies, suicide, misuse of drugs, school dropouts, threats of nuclear war and a myriad of other concerns often plague young people in our evolving society.

In responding to the needs identified, the Committee reviewed current literature and responded to recent findings as published in Directions and Program Policy Proposals: Report of the Minister's Advisory Committee on Core Curriculum.

In accepting the challenge, to help Saskatchewan students meet their current and future needs and goals, the Committee identified and made recommendations in the following areas: philosophy, student development model, personnel and support services, and handbook and materials.

RESPONSE TO THE CHALLENGE

RESPONSE TO THE CHALLENGE

PHILOSOPHY

Rationale

Changes in society and the anticipated effect of those changes on Saskatchewan students forced the Committee to evaluate the current guidance philosophy. The Committee drafted a new guidance philosophy based on the premise that it was the right of every student to have access to guidance instruction and services. The Committee believed Guidance and Counselling to be an integral but identifiable part of the K-12 educational experience and core curriculum.

In order to meet this belief the Committee recognized the need to expand the traditional view of Guidance as a counselling service for adolescents. To signify this broader concept the Reference Committee chose the term Student Development to replace Guidance and prepared the following definition.

Definition

Student Development is a comprehensive, developmental, educational process and service responsible for assisting all students to develop:

- a positive self concept
- effective human relationships
- awareness and understanding of career choices
- responsible membership in society
- decision making competencies
- the ability to grow with change
- a positive lifestyle

In support of the rationale and definition, the Committee formulated the following Student Development Goals:

Life long learning:

- seek and value learning experiences
- act as self-reliant learners
- base actions on the knowledge that it is necessary to learn through life

Understanding and relating to others:

- act on the belief that each individual is worthwhile
- base actions on the recognition that people differ in their values, behaviour, and life style
- interact and feel comfortable with others who are different in race, religion, status, or personal attributes
- develop a sense of responsibility toward others

Self concept development:

- perceive self in a positive way
- appreciate own abilities and limitations
- set and work toward personal goals
- assess praise and criticism realistically
- present self with confidence

Positive life style:

- cultivate interests that may form the basis for personal development and leisure pursuits
- recognize the importance of productive activity
- display initiative
- pursue tasks diligently
- avoid harmful use of alcohol and drugs

Spiritual development:

- seek an understanding of the purpose and worth of human existence
- respect family, religion, and culture in a pluralistic society

Career and consumer decisions:

- develop an awareness of career opportunities
- develop interests and abilities in relation to vocational choices
- adapt to shifts in employment patterns and technology
- make informed consumer decisions
- develop healthy attitude toward the world of work and leisure

Membership in society:

- assume responsibility for own actions
- respect the rights or privileges of others
- seek to contribute to the growth and improvement of society

Growing with change:

- strive toward immediate and long-term goals
- select workable alternatives in response to changing conditions
- develop confidence in making decisions that involve risk
- deal effectively with change

Objectives

The Committee believed that Student Development should provide students with an opportunity to develop the following learning objectives:

Cognitive:

To provide students with an opportunity to:

- develop an understanding of their personal, academic, social, and vocational strengths

- develop an understanding of how value systems develop and recognize the similarities and differences among major value systems
- develop an understanding of how to use these strengths to further find satisfaction, and also contribute to society
- develop a knowledge of occupations and their changing nature, and an awareness of the requirements for success in occupations
- understand stereotyping, recognize examples, and learn ways to counteract it
- understand change in society and institutions and the interrelatedness of change
- acquire knowledge of educational experiences that are prerequisite to given occupations and the location where such education is provided

Affective:

To provide students with an opportunity to:

- develop positive feelings as learners and members of society
- acquire the desire to contribute to society through work, leisure pursuits and community activities
- recognize that learning will be a continous part of life's experiences, and actively seek out these learning opportunities
- treat all human beings with respect
- develop or accept a set of values which they can express and which they will want to use as a basis for evaluation of their own activities
- develop an appreciation of the values of the society in which they live
- encounter change without undue apprehension, but with an orientation to assess change in light of their personal value system

Skills:

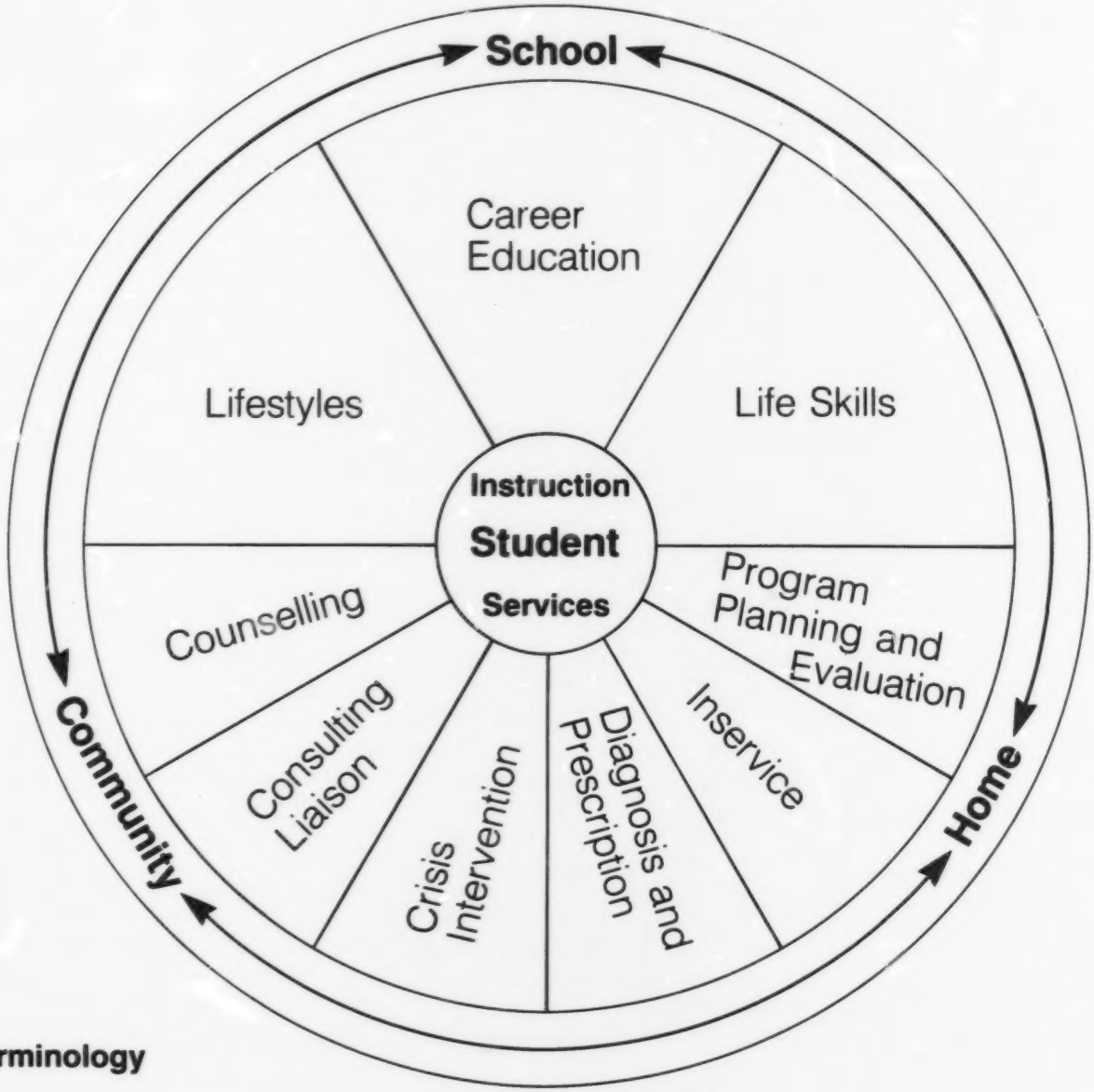
To provide students with an opportunity to:

- develop decision making and problem solving skills
- acquire the skills needed to gain information about occupations
- be able to assess their personal suitability for a given occupation
- acquire the ability to investigate career changes
- develop interpersonal communication skills
- develop skills in independent learning
- develop skills of adapting expectations and life style to cope with societal changes
- develop skills in identifying major value premises used by others and comparing them with their own values
- acquire skills for enjoyable, constructive and socially acceptable use of leisure time
- acquire skills of identifying their own goals and building conceptual strategies for reaching these goals

STUDENT DEVELOPMENT MODEL

The Student Development model designed in Figure 1 illustrates the dimensions of instruction and services. (See Page 14)

Figure 1: Student Development Model



Terminology

Instruction: teaching components.

Services: helping-functions to students.

Lifestyles: consistent behaviours that result from a person's decisions.

Life skills: development of awareness, knowledge and practical ability needed for a satisfactory and productive life.

Career education: an instructional program which provides purposefully planned and meaningfully taught experiences that contribute to each student's career development.

The Committee identified specific areas within Student Development instruction and services based on the Goals of Education and the needs of students in today's rapidly changing society. Figure 2 provides a chart of those major components.

Figure 2: Components of Instruction and Services

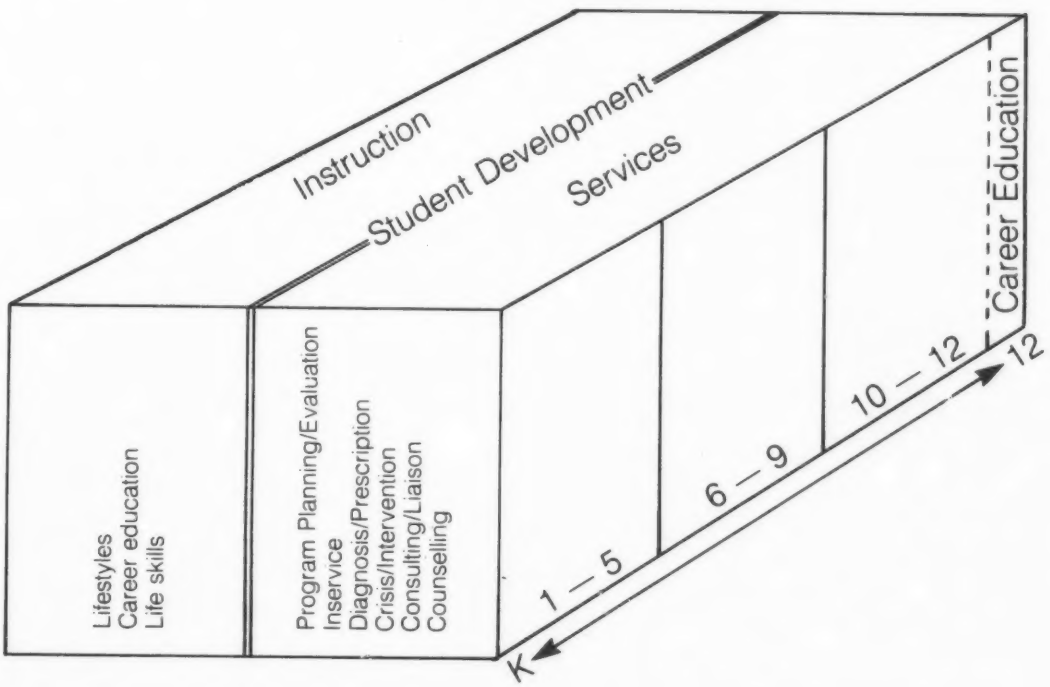
Student Development

Instruction	Services
Lifestyles: • knowledge and awareness of life's options • understanding of self and others **Life skills:** • achievement of self-awareness and independence • acceptance of individual responsibility for behaviors in maintaining and building relationships • ability to set goals, make decisions • ability to manage time • ability to choose appropriate educational,occupational and social options • acquisition of coping skills • knowledge of self **Career education:** • career awareness and occupational options • work training experience • career information • job search skills • economic awareness • employability skills • decision making skills	Counselling Consulting/liaison Crisis/intervention Diagnosis/prescription/placement Inservice Program planning and evaluation

*Other instruction and services may emerge

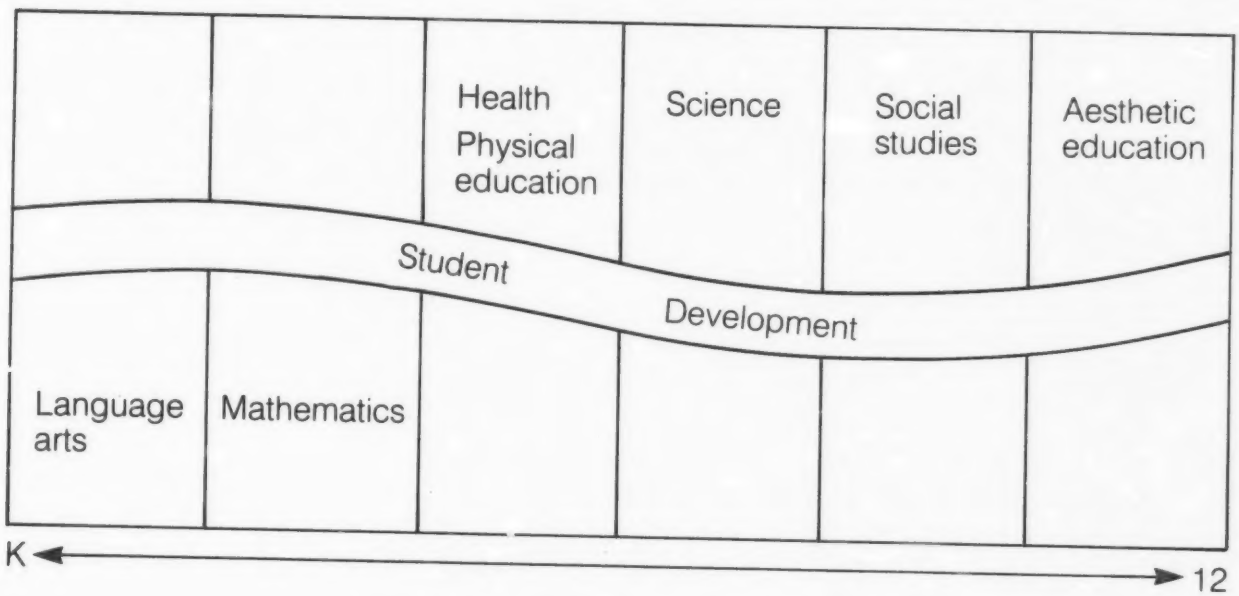
The ultimate goal for Student Development is its total integration in the K-12 core curriculum. Initially, for a period of five years Student Development must be a separate and identifiable component of the K-12 continuum. This component is to be a document which describes the instruction and services, provides guidelines, policy and curricula for integration into subject areas and assists educators in the implementation and evaluation of Student Development. In addition, Division IV students may be offered optional Career Education credit courses. Figure 3 illustrates the initial separate and identifiable component of the Student Development Model - K-12 Student Development Instruction and Services.

Figure 3: K-12 Student Development Instruction and Services



The ultimate goal of total integration of Student Development in the Core Curriculum is illustrated in Figure 4.

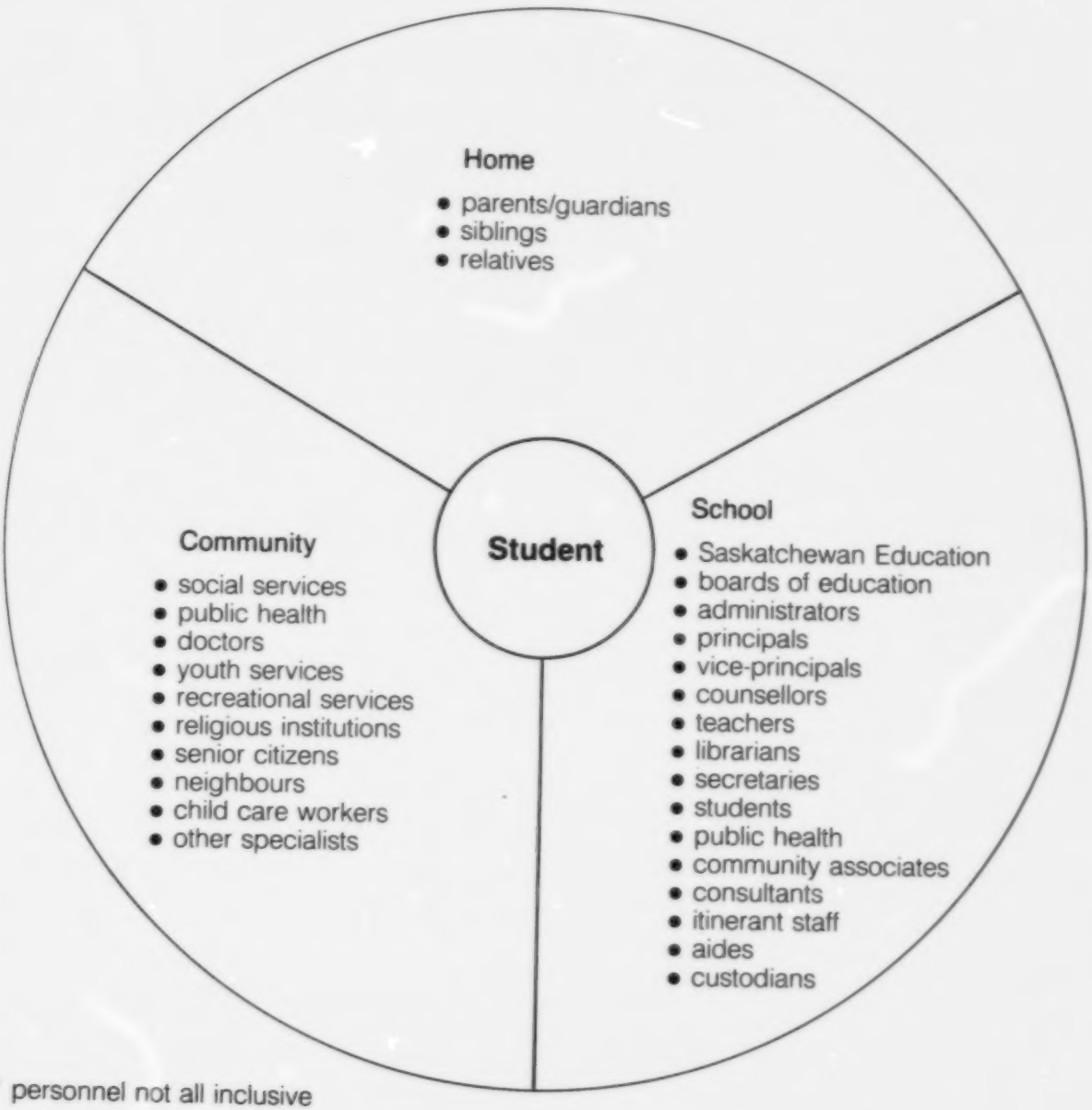
Figure 4: K-12 Student Development Integration



PERSONNEL AND SUPPORT SERVICES

The Committee recognized that personnel and support services are needed to provide the instructional and service component of the K-12 Student Development Program. Figure 5 displays the partnership of Student Development personnel in the school, home and community.*

Figure 5: Partnership of Student Development Personnel



* personnel not all inclusive

The Committee formulated the following roles for personnel providing student development instruction and services. The Committee recognized that the these roles will possibly change as Student Development is implemented and evaluated.

Principal

The principal's support and involvement in the delivery of Student Development in the school is essential for an effective program. The principal's primary responsibility is meeting the needs of the student and the process which facilitates his/her full development.

Teacher

The classroom teacher is the primary contact with the student in the school and because of this unique role in the student's learning and growth process, has the central role of fulfilling the objectives of Student Development.

Counsellor

The counsellor's main responsibility is to facilitate the educational process by assisting students to improve their psychological well-being, prevent and resolve crisis and increase their ability to make decisions and solve problems. The counsellor assists teachers in their understanding of student behavior.

School Board

The school board's role is one of leadership, support, facilitation and implementation.

Other School Personnel (itinerant, medical, custodial, etc.)

The entire school staff has the responsibility to fulfill the objectives of Student Development with individual students, or with groups of students, as opportunities are presented.

Parents and Community Personnel

Persons interacting with students outside the school will also have major roles in fulfilling and reinforcing the objectives of Student Development.

HANDBOOK AND MATERIALS

In adopting the proposed Student Development Model, including the philosophy and the personnel and support services, the Reference Committee proposed that the handbooks and materials be continually reviewed and revised to reflect the changing societal needs. A document should also be written to describe instruction and services to assure that Student Development is initially a separate and identifiable component of the K-12 core curriculum. It would provide guidelines for integration into subject areas and assist educators in the implementation and evaluation of Student Development.

RECOMMENDATIONS

RECOMMENDATIONS

Based on the needs of Saskatchewan students and in direct response to the Department's Directions and Program Policy Proposals: Report of the Minister's Advisory Core Curriculum Reports, the Committee formulated recommendations under the heading; philosophy, Student Development Model, Personnel and Support Services, and handbooks and materials. The Guidance Reference Committee recommended:

Philosophy

1. that Student Development be an integral, identifiable part of a mandatory K-12 core curriculum and that each Saskatchewan student have access to Student Development instruction and services.

2. that the term Guidance be replaced by Student Development.

3. that Saskatchewan Education accept the proposed definition, rationale, goals and learning objectives.

4. that a process be developed with the core curriculum planners to assure that Student Development will be an integrated part of each subject area.

5. that Saskatchewan Education and school divisions establish a process to monitor and assure that each Saskatchewan student has access to Student Development instruction and services.

Student Development Model

6. that Saskatchewan Education accept the proposed Student Development Conceptual Model.

7. that Saskatchewan Education establish a Committee to write a Student Development document containing policy, curriculum and implementation procedures initially identifying Student Development as a separate and identifiable component of the K-12 core curriculum. The document must include strategies to totally integrate Student Development into all core curricula after a five year period of time.

8. that a process be developed to ensure liaison between school, home and community.

9. that Saskatchewan Education provide specific guidelines for the Division IV Career Education course.

Personnel and Support Services

10. that Saskatchewan Education hire a co-ordinator of Student Development.

11. that Saskatchewan Education provide leadership and direction to ensure the provision of Student Development.

12. that adequate Student Development personnel be hired in addition to regular school staff.

13. that co-ordinated inservice be provided by the Department, Saskatchewan Teachers' Federation and the Saskatchewan School Trustees Association and boards of education for all personnel involved in the delivery of Student Development instruction and services.

14. that the College of Education at the University of Saskatchewan and the Faculty of Education at the University of Regina be requested to provide a minimum of one compulsory Student Development course during the teacher training program.

15. that Saskatchewan Education increase financial assistance for students and teachers taking university Student Development courses.

16. that the school, home and community be encouraged to collaborate efforts to meet the goals of Student Development.

17. that the issue of a joint funding formula be addressed with the Departments of Education, Health, Social Services, Advanced Education and Manpower and Labour to provide the delivery of Student Development instruction and services to every Saskatchewan student.

Handbooks and Materials

18. that Saskatchewan Education establish a process to evaluate and revise existing handbooks and materials.

19. that Saskatchewan Education establishe a committee be established to construct a new document to assure that Student Development is initially a separate and identifiable component of the K-12 core curriculum and that Saskatchewan Education provide specific guidelines for the Division IV Career Education courses.

20. that Saskatchewan Education develop policy and guidelines for work experience programs and courses.

CONSIDERATIONS FOR IMPLEMENTATION

CONSIDERATIONS FOR IMPLEMENTATION

In order to implement the proposed Student Development program and services the Committee recognized that the following factors must be considered:

Funding

Commitment to the deliberate expansion of Student Development will include the following costs:

- name change of Guidance to Student Development
- public awareness of the Student Development concept
- leadership, direction and personnel provided by Saskatchewan Education
- preservice - inservice activities
- revision and update of handbook/material
- provision for material resources
- collaboration between government agencies
- assistance for university students/teachers taking Student Development courses
- monitoring process to ensure that all students have access to Student Development instruction and Services
- provision for specialized school personnel
- funding by Saskatchewan Education for the development of work experience programs/courses

Student Development Model

Commitment to the Student Development Model and the ultimate goal of a K-12 integrated program will require curriculum developers to analyze and revise existing Guidance guides and resource materials and to incorporate instructional strategies and activities for integration in all subject areas. The Core Curriculum Committee should consider how Student Development can be an identifiable, separate component of the curriculum at the onset and later be an integral entity within all subject areas. Co-ordination with all core curriculum planners is essential.

Credit Career Education elective classes should continue in Division IV with specific guidelines. These Division IV courses should be revised with the assistance from universities, government agencies and businesses.

Personnel and Support Services

Saskatchewan Education and boards of education should provide appropriate inservice for all personnel involved in the delivery of Student Development instruction and services. Schools should take local needs into consideration in planning the best use of available personnel.

Saskatchewan Education, boards of education and schools should provide and/or co-ordinate the necessary personnel to assure all students have access to Student Development instruction and services. Provincial, division and local monitoring and evaluating of Student Development should occur.

A process should be established to ensure a liaison with the home, community and other helping services within a given area.

Provincial leadership and direction should be provided by the department to co-ordinate Student Development instruction and services in the province.

Policy

Processes and policy should be developed collaboratively to ensure the provision of K-12 Student Development instruction and services.

SUMMARY

SUMMARY

In preparing this report for the Minister of Education, the Guidance Reference Committee considered the current and future needs of Saskatchewan students.

In attempting to meet the needs of all students, the Committee suggested the adoption of a new concept called Student Development; a comprehensive, developmental, educational process consisting of instruction and services.

Although the ultimate goal of Student Development is total integration in the K-12 core curriculum, initially, Student Development must be a separate and identifiable component of the K-12 continuum.

APPENDICES

APPENDIX A: PROJECT BRIEF

*GUIDANCE ASSESSMENT K-12

PROJECT BRIEF

M. E. Homenuk
B. L. Davison
Student Services and Program Evaluation
Branch, February, 1984

*GUIDANCE as used throughout this document include each of the four components:

- Guidance and Counselling Services
- Group Activities in Guidance
- Career Education Activities
- Group Activities in Guidance and Career Education

GUIDANCE ASSESSMENT K-12

I. RATIONALE

Guidance has been broadly defined as "the process of helping individuals to help themselves".

Guidance consists of service and program components in schools to help all students develop their full potential.

The personal, social, academic and vocational development of students requires services and programs that are continuous, sequential and developmental from K-12.

All school students should be assisted to:

- determine their own interests, abilities and aptitudes;
- recognize the relationships between subject studies and employment requirements and opportunities;
- explore life and career goals;
- become aware of sex-role stereotyping and its effect on career choice;
- consider non-traditional career opportunities;
- become better decision makers;
- participate in meaningful work experience;
- develop mature attitudes toward work and the responsibilities inherent in becoming a contributing member of society.

Over the past few years, reviews and studies have been made of Guidance K-12 in Saskatchewan schools. The studies have made recommendations with regard to the:

- role of the classroom teacher
- role of the school counsellor
- place of Career Education
- range of activities and services

Some adjustments have been made following these recommendations. However, parental complaints about inadequate or inappropriate Guidance, as well as some employers' dissatisfaction with their new employees' attitudes toward work, indicate that Guidance in the school continues to fall short of the above aspirations and requirements. Only a very small number of teachers and counsellors are providing Guidance programs and services. Many teachers and counsellors feel they are not adequately prepared to provide counselling services, group Guidance or Career Education programs. The enrolment of students in Guidance programs and Career Education activities is extremely low. In recognition of these shortcomings, the Student Services and Evaluation Branch began a Guidance K-12 assessment in 1984.

At that time it appeared that the assessment should address itself to:
- reviewing the effectiveness of the counselling services as defined in "K-12 Guidance and Counselling Services, 1975";
- determining the extent and the quality of home room, Group Guidance programs;

- determining the extent and scope of the implementation of Career Education;
- considering supplementing of present programs and practices with non-stereotyping approaches
- determining the place of computer-assisted information systems;
- streamlining the various program components into a single, unified set of activities for each level.

During 1983/84, the Branch reviewed, analyzed, and synthesized previous submissions (position papers, briefs, reports, letters and resolutions). The Branch also analyzed the teacher Handbooks/Guides which provide the framework for the existing K-12 activities and services.

Six main areas of concern have been identified: philosophy, structure of program, personnel, handbooks/guides, support systems, and policy.

To assist the Department, the Minister has appointed a Reference Committee, representing groups with interests in this subject. The Committee will address itself to the issues listed under the Terms of Reference.

II. MEMBERSHIP OF REFERENCE COMMITTEE

Advanced Education and Manpower	2
Canada Employment and Immigration	1
League of Educational Administrators, Directors, and Superintendents	1
Principals	2
Program Development, Saskatchewan Education	1
Reginal Directors	1
Saskatchewan Guidance and Counselling Association	2
Saskatchewan School Trustees Association	2
Saskatchewan Teachers' Federation	1
Student Services and Program Evaluation, Saskatchewan Education	1
Teachers/Counsellors (Divisions I, II, III and IV)	2
University of Regina	1
University of Saskatchewan	1
Women's Secretariat	1
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III. DATA BASE PROVIDED TO THE REFERENCE COMMITTEE

- the assessment of Activity Guides (Guidance and Counselling; Group Guidance; Career Education; Group Activities in Guidance and Career Education) which includes:
  a) statistical informational concerning personnel and programs
  b) briefs and submissions received
  c) recent literature calling for change and/or development
  d) computer-assisted Guidance information systems

IV. TERMS OF REFERENCE

General

The Guidance Reference Committee will review the assessment, using the data and materials supplied by the Department, and any other relevant information, to develop a proposal for a plan of action which would assist the Department in the development and/or revision of Guidance K-12 in this province.

Specific

The Reference Committee will consider and set out directions for the following issues:

V. ISSUES

1. Philosophy

   1.1 How should Guidance be defined? (p. 74)

   1.2 Are the aims and objectives for K-12 acceptable? (p. 1, 21, 30, 41, 59)
   - If not, what should be the aims and objectives for Guidance K-12? (p. 1, 21, 30, 59, 216 #4.3, 218 #9.7, 219 #9.7)
   - How comprehensively should the aims and objectives be stated? (p. 218 #9.7)

   1.3 Should all grades (K-12) be provided with Guidance services? (p. 217-218 #8.1, 8.3, 8.4)

   1.4 Should Guidance services be provided for students with out-of-school problems? (p. 215 #1.4, 216 #4.8)

   1.5 Should Guidance services be provided by the school to the home and to the community? (p. 216 #4.8)

2. Structure of Guidance Program

   2.1 Is the existing organization of Guidance appropriate for K-12?
   - If not, what should comprise the overall organization of services and programs for K-12? (p. 218-219 #10.1 - 10.8)
   - Should each component serve K-12? (p. 217 #8.1, 8.2, 219 #10.7)
   - Should Career Education be a separate subject? (p. 218-219 #10.2, 10.3, 10.6, 10.7)
   - What emphasis should be given to each component? (p. 218 #10.1) Should this emphasis vary according to grade level?

   2.2 What constitutes Work Experience/Work Study? (p. 220 13.2)

   2.3 How does Guidance K-12 relate to Technical-Vocational Education?

2.3 How does Guidance K-12 relate to Technical-Vocational Education?

2.4 Should a scope and sequence exist for the K-12 Guidance program?

- Is there a scope and sequence of concepts, skills, abilities, and attitudes for K-12 Guidance? (p. 22, 42-48, 62)
- If so, is it appropriate for K-12?
- Should the scope and sequence reflect learning readiness, psychology of learning, and vocational development theories?
- Should the Guidance program be centered around themes, concepts, projects, activities, work experience, issues, and/or problems? Are there other alternatives?

2.5 Should a mandatory core of content be identified at each grade level? (p. 2, 21, 42, 62)
- If so, what general areas can be identified?

2.6 Should a mandatory core of process skills be identified at each grade level?
- If so, what general areas can be identified?

2.7 How do we resolve the issue of content emphasis versus process skills? (p. 3, 23, 48, 65)

3. Personnel (classroom teacher, counsellor, principal, others).

3.1 In a school, what persons should be involved in/responsible for the K-12 Guidance program? (p. 217 #6.1)
- Should there persons be involved at all grade levels? to the same degree?

3.2 What is the role (function and responsibilities) of the classroom teacher at each level in this K-12 program? (p. 217 #6.1, #8.3)

3.3 Are there minimum training requirements (and/or preservice or inservice) for classroom teachers to teach Guidance? (p. 220 #14.4, #14.3-#14.5)
- Should all teachers be required to take at least one university course in Guidance? (p. 220 #14.2)

3.4 What is the role of the school counsellor at each level in the K-12 program? (p. 217 #6.1)
- Should this role be outlined in the School Act? (p. 217 #6.5)
- Should there be a counsellor in each school?
- Should only well-trained counsellors provide Guidance and Counselling services? (p. 218 #8.5)
- Should there be equal time given to all grade levels? (p. 217 #8.1-8.3)

3.5 What should be the minimum training requirements for school counsellors? (p. 215-216 #3.3-3.8)
- Is is desirable and feasible to prescribe requirements for the certification of school Guidance counsellors? (p. 215 #3.1)

3.6 What should be a reasonable counsellor/student ratio? (p. 216 #4.1, #4.5)

3.7 What is the role of the principal and/or vice-principal in the K-12 Guidance program? (p. 217, #6.1)

3.8 What is the role of other personnel in the K-12 program? (e.g., librarians, aides, parents, special education teachers) (p. 217, #6.1)

3.9 How should the roles of the all personnel involved in the K-12 Guidance program be integrated?

4. Teacher Handbooks/Guides

4.1 Is the present format of the Teacher Handbooks in Career Education and in Guidance K-12 acceptable?
- If not, what format should be used?
- How should the Handbooks be designed to indicate:
  a) specificity of objectives, themes, concepts, teaching strategies, evaluation procedures, and resource material;
  b) appropriateness for both rural and urban students;
  c) appropriateness of the content or activities for each year and Division level?

4.2 Are there sufficient up-to-date resource materials available? (p. 4, 24, 51, 66)
- If not, what is needed?

4.3 Are the existing authorized materials free from stereotyping and prejudice? (p. 216, #4.7; Group Guidance Teacher Handbooks, draft copies)

4.4 What type of supplementary materials should be available?

4.5 Should Guidance be infused into other subjects in the classroom?
- If so, what teaching methods and strategies are used and how do we ensure this infusion?
- If not, what approach should be used?

4.6 How should student evaluation techniques be stated in the Teacher Handbooks? (p. 3, 23, 49, 66).
- How can effective methods be established to evaluate student acquisition of content and process skills?

5. Support Systems

5.1 Should the position of a provincial consultant be reinstated to provide leadership, co-ordination, and support for Guidance K-12? (p. 217, #7.1-7.3)

5.2 Should advisory committees be established at the regional level to provide input concerning Guidance programs and their implementation? (p. 219-220, #12.2)
- If so, who should participate?

5.3 What provisions can the Department make that would encourage boards of education to initiatie and maintain Work Experience/Work Study programs? (p. 220, #13.2)

5.4 How should computerized, career-oriented information systems be used in the K-12 program? (p. 219, #11.1)

5.5 How can the current bursary support program for spring and summer courses of study be made more productive in terms of professional development for Guidance personnel? (p. 223)

5.6 Should a Guidance testing service be made accessible to all secondary students? (p. 219, #11.1, #11.3)
- If so, how should this be co-ordinated?

5.7 Should there be inservice for board members, administrators, teachers, students and parents to clarify the components of the K-12 Guidance program, and its comprehensive, developmental, and preventive approach? (p. 124-125, 73-75)
- Should there also be a public relations programs for the community. (p. 74)

6. Policy

6.1 Should Guidance become a compulsory subject K-12?

6.2 Should there be an overlap of content and/or skill areas within the Guidance K-12 program? (p. 3, 22, 48, 65)
- If so, to what degree?

6.3 Should half-credit and full-credit Career Education courses at the Division IV level continue to be offered? (p. 218, #9.5)

6.4 What should be the methods for inservice and implementation with regard to development or revision of the Guidance program and services? (p. 218, #9.1-9.4, 9.6)

6.5 Should methods be established for supervision and monitoring of the K-12 Guideance program and services? (p. 218, 9.3)

7. Additional Issues Identified by the Reference Committee.

VI. SUGGESTED TIMELINES

November, 1984 - Information sent to Committee Members	
November 13 and 14, 1984	- Committee Meeting #1 - Regina
December 13 and 14, 1984	- Committee Meeting #2 - Regina
February 18 and March 1, 1985	- Committee Meeting #3 - Regina
April 15 and 16, 1985	- Committee Meeting #4 - Regina
June 3, 1985	- Committee Meeting #5 - Regina
October 10, 1985	- Committee Meeting #6 - Regina
October 28, 1985	- Committee Meeting #7 - Regina
February 10, 1986	- Sub-Committee - Draft
March 20, 1986	- Sub-Committee - Draft - to Development Division staff - to Reference Committee
April 11, 1986	- Committee Meeting #8 - Regina
May, 1986	- Final Copy of Report

APPENDIX B: BIBLIOGRAPHY

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